IV. Technology Planning Toolkit

Timeline of Suggested Action Steps

Curriculum

Action Step	Person Responsible	Completion Date
Assess the availability of appropriate technology to meet the individual needs of teachers and students both during the school day and outside school hours.		
Assess the school district's current use of hardware and software to support teaching and learning.		
Review the school district's curricular goals as presented in various district and site comprehensive planning documents.		
Develop clear goals and a specific implementation plan for using technology to improve teaching and learning.		
Develop clear goals and a specific implementation plan describing how and when students will acquire technological and information literacy skills needed to succeed in the classroom and the workplace.		
Develop clear goals and a specific implementation plan for programs and methods of utilizing technology that ensure appropriate access by all students.		
Develop clear goals and a specific implementation plan to utilize technology to make student recordkeeping and assessment more efficient and supportive of teachers' efforts to meet each student's academic needs.		
Develop clear goals and a specific implementation plan to utilize technology so that teachers and administrators can be more accessible to parents.		
Compile benchmarks and a timeline for implementing the strategies and activities.		
Develop a process to monitor whether the strategies and methodologies utilizing technology are being implemented according to the benchmarks and timeline.		
Determine the indicators of success that will be used to evaluate whether implementation of the plan has made a positive impact on student achievement.		

Professional Development

Action Step	Person Responsible	Completion Date
Survey teachers' and administrators' current technology skills and needs for professional development.		
Research professional development opportunities.		
Develop clear goals and a specific implementation plan for providing professional development opportunities based on the needs assessment and the Curriculum component benchmarks and timeline.		
Compile benchmarks and a timeline for implementing the strategies and activities.		
Develop a process to monitor whether the strategies and methodologies utilizing technology are being implemented according to the benchmarks and timeline.		

Infrastructure, Hardware, Technical Support, and Software

Action Step	Person Responsible	Completion Date
Determine the technology hardware, electronic learning resources, networking and telecommunication infrastructure, physical plant modifications, and technical support needed by teachers, students, and administrators to support the activities in the Curriculum and Professional Development components.		
Determine the existing hardware, Internet access, electronic learning resources, infrastructure, and technical support already in place in the school district that could be used to support the Curriculum and Professional Development components.		
Seek advice and support from experts.		
Develop benchmarks and a timeline for obtaining the needed hardware, infrastructure, learning resources, and technical support required to support the other components.		
Develop a process to monitor whether the benchmarks are being reached within the specified time frame.		

Funding and Budget

Action Step	Person Responsible	Completion Date
Identify all costs associated with implementing each component.		
Identify the current budget for implementing each component.		
Identify established and potential funding sources, present and future.		
Consider options for reducing costs.		
Develop and implement annual budgets for the term of the plan (three to five years).		
Provide for ongoing technical support.		
Plan for the obsolescence of equipment.		
Establish a feedback loop to monitor and improve progress.		

Monitoring and Evaluation

Action Step	Person Responsible	Completion Date
Review the implementation monitoring process included under each component of the plan.		
Determine how to evaluate the impact of technology on student learning.		
Research and consider monitoring and evaluation tools provided at little or no cost to the school district.		
Design a schedule for evaluating the effect of plan implementation while realizing that infusing technology into daily school operations is an evolving process.		
Determine how and when the results of the monitoring process and evaluation will be used.		

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Sample School Site Technology Inventory

An inventory should be completed for each school in the district. An alternative inventory is available online. The results of the California school technology survey are similar to those collected on this inventory. School districts annually are requested to complete the online survey for each of their schools. Districts may find it more efficient to use the online survey for determining some or all their technology needs.

I. Computers

Include the number and type of school-owned computers for each location in your school. Please include laptop (L) and desktop (D) computers, as well as thin-client (TC) units, in your count. Use numbers, *not* words such as *all* or *none*.

A multimedia computer is one that has, or is connected directly or by network to, a CD-ROM drive and can take advantage of audio and video files stored there.

	In Classrooms			In Computer Labs			In Shared or Common Space (e.g., library)			In Administrative Offices		
With Internet Connections	L	D	TC	L	D	TC	L	D	TC	L	D	TC
Multimedia Computers												
All Other Computers												
Without Internet Connections	L	D	TC	L	D	TC	L	D	TC	L	D	TC
Multimedia Computers With Internet Capabilities												
Multimedia Computers Without Internet Capabilities												
All Other Computers												

Of the existing inventory, indicate the number of computers to be used as is, to be upgraded, or to be retired when new/upgraded equipment is available.

Equipment to Be Upgraded or Acquired According to the Plan

	In Classrooms	In Computer Labs	In Shared or Common Space (e.g., library)	In Administrative Offices
Desktop Computers				
Use as is				
Upgrade				
To be retired when new or upgraded equipment is available				
Number needed				
Laptops				
Use as is				
Upgrade				
To be retired when new or upgraded equipment is available				
Number needed				
Thin-Client Units				
Use as is				
Upgrade				
To be retired when new or upgraded equipment is available				
Number needed				

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II. Peripherals

Peripherals	Number on Hand	Number Needed
Digital cameras		
Scanners/digitizers		
Assistive/adaptive device		
Printer		
VCR unit		
Video camera		
TV monitor		
Graphing calculator		
Computer screen projector (e.g., LCD)		
Video conferencing unit		
Interactive white board		
Personal digital assistant		

III. Site Networks and Connectivity

A. Is the school site connected to the Internet by a permanent (non-dial-up) connection?

☐ Yes ☐ No

B. If so, how is your school connected to the Internet?

☐ ISDN ☐ Cable-modem ☐ xDSL

☐ Frame relay ☐ Fractional T-1 ☐ Full T-1

☐ ATM/DS3 ☐ ATM/SONET OC3 ☐ Microwave

☐ Wireless (not microwave)

☐ Other, please specify: _____

C. Do you know the speed of your connection? ☐ Yes ☐ No

If yes, please indicate the speed below. If you do not know, please leave this blank.

☐ less than 56K bps ☐ 1.5M bps ☐ 30M bps

☐ 128 K bps ☐ 5M bps ☐ 40M bps

☐ 256K bps ☐ 10M bps ☐ greater than 40M bps

☐ 384K bps ☐ 15M bps

☐ 512K bps ☐ 20M bps

D.   What is the total number of classrooms that are connected
      to the Internet by a permanent (non-dial-up) connection? _____

	Number of Classrooms	Average Number of Drops/Classroom	Number of Administrative Offices
Currently Connected to the Internet			
Need to Be Connected to the Internet			
Currently Connected to a LAN			
Need to Be Connected to a LAN			

Who is the school's Internet service provider?

☐ District office

☐ County Office of Education

☐ California State University / University of California

☐ Commercial provider (e.g., Earthlink, MCI, Sprint, etc.)

IV. Site Telephone Systems

Number of lines: _____

V. Site Libraries

Hours that the site library is open: _____

Sample Partnerships Chart

Complete the chart provided below to describe the role of partners in the design and implementation of the technology plan. If one or more type of partner will not be involved in the development of the plan or the ongoing support of the project, state "No involvement from this partner" in the appropriate box and then describe the steps taken to encourage their participation and why the group(s) did not participate.

Type of Partner	Name of Partner and Contact Information	Role in Development of the Technology Plan	Role in Supporting the Project
Parents			
Businesses			
Postsecondary institutions			
Government agencies, including county offices of education and CTAP			
Community groups			

Sample Management Chart

Define the leadership structure for implementing the technology plan.

Individual(s) Responsible (Person(s) or Job Title(s))	Responsibilities (Samples)	Time Estimate (Hours per month or no. of full-time staff)
	Provide overall management and coordination.	
	Manage and coordinate staff development.	
	Manage and coordinate hardware acquisition and installation.	
	Coordinate ongoing partner involvement.	
	Collect data regarding students' computer skills.	
	Collect data regarding students' academic achievement.	
	Collect staff development data on technology proficiencies.	
	Collect data regarding staff development focused on student computer knowledge and skills.	
	Collect data regarding staff development focused on integration of technology into the curriculum to improve academic achievement.	
	Use collected data to monitor and evaluate progress toward benchmarks and the timeline and to plan and make modifications.	

Sample Implementation Timeline

Start Date (M/Y)	Completion Date (M/Y)		Activity or Benchmark	Target Audience	Person Responsible	Component
	Projected	Actual				

Note: It is more useful to indicate actual start and/or completion dates rather than indicating "ongoing" in the date column.

Sample Sustainability Chart

Define the school district's role in sustaining the technology over the next three to five years.

Type of Support Provided (Examples)	Individual(s) Responsible (Person(s) or Job Title(s))	Plan for Providing This Support
Ongoing equipment maintenance, repair, and replacement		
Technical support provided during school hours		
Technical support outside school hours		
Professional development		

Sample Budget Form: Object of Expenditure

School Year _____

Major Object of Expenditure Categories	Partner Contributions (a)	Specific Grant Funds (Add multiple columns if receiving multiple grants) (b)	School District General Fund (c)	Total Funds by Object of Expenditure (a)+(b)+(c)
1000-1999 Certificated Personnel Salaries				
2000-2999 Classified Personnel Salaries				
3000-3999 Employee Benefits				
4000-4999 Books and Supplies				
5000-5999 Services and Other Operating Expenditures				
Indirect Costs at an Established Rate (excluding the 6000- 6999 category)				
6000-6999 Capital Outlay				
Total Funds				

Sample Budget Form: Budget Narrative

School Year _____

Line Item Category	Description
1000-1999 Certificated Personnel Salaries	
2000-2999 Classified Personnel Salaries	
4000-4999 Books and Supplies	
5000-5999 Services and Other Operating Expenditures	
6000-6599 Capital Outlay	

Checklist of Components

Use this checklist to determine whether the school district's education technology plan includes all the components necessary for student-centered learning.

Curriculum

☐ Does this component include clear goals and a realistic strategy for using telecommunications and technology to improve teaching and learning as described in the district's comprehensive improvement plan?

☐ Does the component include a timeline and benchmarks for implementing the strategies?

Professional Development

☐ Does this component define the professional development needs of teachers, administrators, and technical support staff so that the strategies for using telecommunications and technology to help students meet content standards can be implemented and the curricular goals can be achieved?

☐ Does the technology plan include a timeline and benchmarks for implementing the planned strategies?

Infrastructure, Hardware, Technical Support, and Software

☐ Does this component include a timeline and detailed list of the infrastructure, hardware, technical support, and software needed to support implementation of the plan?

☐ Does the component include a timeline and benchmarks for obtaining the identified infrastructure, hardware, technical support, and software?

Funding and Budget

☐ Does this component include a budget that identifies the costs and potential funding sources for supplying the infrastructure, hardware, technical support, software, and professional development needed to support implementation of the plan?

Monitoring and Evaluation

☐ Does this component include a monitoring process that enables the school district to monitor implementation of the plan so that any necessary mid-course corrections can be made?

☐ Does this component include an evaluation process to determine the effect of plan implementation on student achievement?

☐ Are there people designated to take responsibility for monitoring and evaluation?

☐ Does the component include a regular schedule for monitoring and evaluation?